
5B

Information/Action

Legislative Committee of the Whole

Analyses of Bills of Interest to the Commission

Executive Summary: Staff will present analyses of educator preparation or licensing bills introduced by Legislators. The analyses will summarize current law, describe the bills' provisions, estimate its costs and recommend amendments if applicable.

Information will be provided in an Agenda Insert.

Recommended Action: The Commission may take a position on the measures. Positions of the Commission to consider are: Sponsor, Support, Support if Amended, Seek Amendments, Watch, Oppose Unless Amended, Oppose, or No Position.

Presenter: Bonnie Parks, Director, Office of Governmental Relations

Strategic Plan Goal: 4

Continue effective and appropriate involvement of the Commission with policymakers on key education issues.

Influence legislation regarding the preparation and certification of professional educators

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ANALYSES OF BILLS OF INTEREST TO THE COMMISSION

Bill Number:	Assembly Bill 1857
Author:	Assembly Member Garcia
Sponsor:	Assembly Member Garcia
Subject of Bill:	Early Completion Internship: Single Subject Teaching Credentials
Date Introduced:	January 13, 2006
Status in Leg. Process:	Assembly Education Committee
Possible Actions:	Should the Commission wish to take a position on this bill, the positions for the Commission to consider are: Sponsor, Support, Support if Amended, Seek Amendments, Watch, Oppose Unless Amended, Oppose or No Position
Date of Analysis:	March 16, 2006
Analyst:	Marilyn Errett and Bonnie Parks

BILL ANALYSIS

Summary

AB 1857 would delete the specified content areas for the single subject written pedagogy examination for the early completion internship program. It would allow for one pedagogy test for all single subject credential types.

Bill Provisions

AB 1857 would make changes to the current early completion internship program for single subject credentials to address the problem of establishing valid passing scores. To include all

subjects, this measure would delete the specified content areas for the single subject written pedagogy examination including the reference to methods of teaching subject fields. This would allow one pedagogy test for all single subject credential types. The Educational Testing Service has an off-the-shelf examination used in several other states should the Commission choose to approve such an examination for the purpose of the single subject credential early completion option.

To substitute for the deleted content, the measure would require that interns participating in the expedited route for single subject credentials complete the pre-service portion of the program. AB 1857 would also require single subject interns to complete the coursework for teaching English learners before being recommended for a preliminary credential.

According to the author, AB 1857 intends to address the continuing teacher shortage by “offering the expedited internship option for all interns.”

Analysis of Fiscal Impact of Bill

Minor/absorbable to identify an appropriate pedagogy examination and to provide updated information such as information leaflets and communication to the field.

Relevant Legislative Policies by the Commission

The following Legislative policies apply to this measure:

Policy 5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.

Policy 6. The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators, and opposes alternatives that do not provide sufficient assurances of quality.

Organizational Positions on the Bill

None known at this time.

Suggested Amendments

None

BACKGROUND

Summary of Current Law

Education Code section 44468 [SB 57 (Scott, Chapter 269, Statutes of 2001)] establishes an early completion option for individuals who qualify for an internship program and who meet

other specified criteria. SB 57 was sponsored by the California Commission on Teacher Credentialing (Commission). Originally, this option applied to the multiple subject teaching credential and the single subject teaching credential. The education specialist credential for the instruction of students with mild to moderate disabilities was added to this section of the Education Code in 2004 by AB 2286 (Mountjoy, Chapter 658).

By completing a sequence of requirements, the intern can earn a preliminary teaching credential at a faster pace than interns who complete the pedagogy course work while interning. Early completion interns may verify that they have:

- Passed the California Basic Skills Test (CBEST)
- Met the subject matter knowledge requirement
- Met the U.S. Constitution requirement
- Passed a written assessment approved by the Commission to meet the pedagogy course work
- Passed a teaching performance assessment, or other evaluation demonstrating classroom competence, that is approved by the Commission.

Education Code section 44468 also contains an option for individuals who hold a preliminary teaching credential to complete beginning teacher induction at a faster pace, thus earning a professional clear level teaching credential more quickly than the norm.

Education Code section 44468 contains specific language regarding the content of the written pedagogy assessment. The assessment for the multiple subject, single subject and education specialist teaching credentials must currently assess the following areas:

- Human development as it relates to teaching and learning aligned with the state's K-12 content and performance standards.
- Techniques to address learning differences including working with pupils with special needs. (A separate in-depth assessment is required for the education specialist credential.)
- Techniques to address working with English learners to provide access to the curriculum.
- Reading instruction. (Multiple subject teaching candidates and education specialist candidates must also pass the Reading Instruction Competence Assessment.)
- The assessment of pupil progress based upon the state's K-12 content and performance standards for pupils and planning intervention based on the assessment.
- Classroom management techniques.
- Methods of teaching the subject fields.

Summary of Current Activity by the Commission

To implement the early completion intern option made available through SB 57, the Commission staff worked with Educational Testing Service to develop written pedagogy examinations. Because of the provision tying the examination content to "methods of teaching the subject fields" the Commission approved the development of a limited number of subject-specific examinations. Subject-specific pedagogy examinations were developed for the multiple subject credential, with subject matter commonly taught in a self-contained classroom, and for single subject credentials in English, mathematics, science and social science.

In order to set valid passing scores for these examinations, the testing company needs a minimum of fifty test-takers for each examination. To date, passing scores have been established and approved by the Commission for the multiple subject pedagogy examination as well as for the single subject pedagogy examinations in English and mathematics. There have not been enough test-takers in science and social science to establish valid passing scores. There are currently no written pedagogy examinations available in the other single subject credential subject areas.

Education specialist credentials for the instruction of students with mild to moderate disabilities have thus far not been included in the early completion route. The Commission was asked in AB 2286 to approve a pedagogy examination in this area if an existing examination could be identified as meeting California's criteria and standards for this credential. To date, no examination has been found that meets the criteria and standards for the education specialist credential for the instruction of students with mild to moderate disabilities.

ANALYSES OF BILLS OF INTEREST TO THE COMMISSION

Bill Number: Assembly Bill 2054

Author: Assembly Member Horton

Sponsor: California Language Teachers Association

Subject of Bill: Languages Other Than English (LOTE): Alternative subject matter route for less commonly taught languages

Date Introduced: February 15, 2006

Status in Leg. Process: Assembly Education Committee
March 29, 2006

Possible Actions: Should the Commission wish to take a position on this bill, the positions for the Commission to consider are: Sponsor, Support, Support if Amended, Seek Amendments, Watch, Oppose Unless Amended, Oppose or No Position

Date of Analysis: March 16, 2006

Analyst: Marilyn Errett and Bonnie Parks

BILL ANALYSIS

Summary

AB 2054 would allow the Commission to establish a specified alternative route for assessing competency in languages for which there is no subject matter examination certified by the Commission. Various constituency groups have requested credentials in languages that are less frequently taught and which have no subject matter examination certified by the Commission. AB 2054 would specifically allow the Commission to substitute a combination of assessment

and course work as an alternate to the California Subject Examination for Teachers: Languages Other than English.

Bill Provisions

AB 2054 would add Education Code section 44280.5 to allow the Commission to establish a specified alternative route for assessing competency in a language for which there is no subject matter examination certified by the Commission. Specifically it would allow the Commission to substitute a combination of assessment and course work including:

- Passage of a nationally recognized oral and written proficiency test. The test must be “equivalent” to a subject matter examination certified by the Commission including, but not limited to the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview and the ACTFL Writing Proficiency Test. AB 2054 specifies passing levels for the ACTFL tests.
- Completion of the subject matter requirement of 12 semester units of course work from a regionally accredited university with at least 3 semester units each in the following areas:
 - Standards and approaches in teaching foreign languages or in teaching second languages.
 - Second language acquisition.
 - Assessment and testing in second languages.
 - Curriculum design and classroom management for foreign languages or for second languages.
- Completion of a minimum of 3 semester units from a regionally accredited university in one of the following areas:
 - Human development.
 - Educational psychology.
 - Identifying and treating exceptionalities.

Analysis of Fiscal Impact of Bill

Minor/absorbable cost to the Commission if the approval of an alternative written and oral language assessor is limited to ACTFL.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies apply to this measure:

Policy 6. The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators, and opposes alternatives that do not provide sufficient assurances of quality.

Organizational Positions on the Bill

None known at this time.

Suggested Amendments

The author may wish to consider the following:

- Aligning the requirements in this measure with the Commission's examination and program subject matter domains for languages other than English.
- Distinguishing between course work that is subject matter specific and course work that is related to teaching pedagogy. (Credential candidates pursuing this option would meet the subject matter requirement through this option, but would also complete a teacher preparation program in accordance with the requirements of Education Code section 44259.)
- Deleting the term "equivalent" when comparing the Commission's current examinations for languages other than English with the oral and written proficiency examinations offered by national organizations. (This would address the issue that content domains of the Commission's examinations in languages other than English are more extensive than oral and written proficiency.)
- Providing an additional route for languages that are not covered through this option. (This would address the issue that there are a limited number of written assessments offered by national organizations. Currently ACTFL offers a written assessment in Albanian, Arabic, French, German, Italian, Japanese, Russian, and Spanish. The Commission currently offers a subject matter route for all of these languages with the exception of Albanian and Arabic.)

BACKGROUND

Summary of Current Law

Education Code section 44257 establishes thirteen subject matter areas for single subject teaching credentials. The subject "foreign language" is one of the thirteen subject areas. In addition to identifying "foreign language" as a subject area, section 44257 specifies five languages for which the Commission must approve examinations or subject matter programs. These languages are: Chinese, French, German, Russian, and Spanish. In addition to the languages listed, Education Code section 44257 gives the Commission the authority to issue credentials in other languages it determines appropriate.

Current Subject Matter Routes for Languages Other than English

Examinations or University Programs:

Education Code section 44280 requires passage of a Commission-approved subject matter examination to establish adequate subject matter preparation and to assign certificated personnel. (National Evaluation Systems (NES) currently contracts with the Commission for the California Subject Matter Tests (CSET). An alternative to this requirement under Education Code section 44310 allows completion of a Commission-approved subject matter program through a regionally accredited college or university. (In compliance with the federal No Child Left Behind Act, section 44310 no longer applies to multiple subject teaching credential subject matter.)

Expert Organizations:

Section 44280 offers another possible alternative for languages that have no adequate examinations. It allows the commission to establish guidelines for accepting alternative assessments performed by organizations that are expert in the language and culture assessed.

Recent Legislation:

AB 420 (Horton, Chapter 390, Statutes of 2005) amended Education Code 44280 to direct the Commission to provide the Department of Finance, by January 8, 2006, an expenditure plan to develop a Filipino subject matter examination. If the Department of Finance and the Secretary for Education approve the expenditure plan and an appropriation is provided in the 2006 Budget, the Commission will contract with another entity to develop a Filipino language subject matter examination to be administered no later than September 1, 2008.

Summary of Current Activity by the Commission

The Commission currently issues single subject teaching credentials for languages other than English. Credential candidates may meet the subject matter requirement by either passing an examination or by completing a Commission-approved subject matter program offered by a regionally accredited university. The currently available languages are: American Sign Language, French, German, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, Vietnamese, and with a subject matter program option only, Italian and Latin.

Both the examination route and the program route must meet basic subject matter requirements based on the following subject matter content domains.

- General Linguistics
- Linguistics of the Target Language
- Literary and Cultural Texts and Traditions
- Cultural Analysis and Comparison
- Language and Communication: Listening Comprehension
- Language and Communication: Reading Comprehension
- Language and Communication: Written Expression
- Language and Communication: Oral Expression

At its February 1, 2006 meeting, the Commission discussed “Issues in Determining Language Proficiency for Languages Other than English” regarding the establishment of an alternative route for assessing competency in languages that are taught in only a few school districts or to a relatively small number of students. As a part of this discussion, the Commission examined the possibility of establishing guidelines in accordance with Education Code section 44280. The Commission discussed reviewing the following areas in the guidelines for an alternate route.

- The qualifications of the organization, or of a consortium of organizations, to offer one or more alternative assessment(s) in languages other than English.
- The rigor of the proposed alternative assessments.
- The alignment of the proposed alternative assessment(s) to California’s K-12 student academic content standards and to the required candidate competencies.
- The Qualifications and Training of the proposed assessors.
- The psychometric properties of the proposed assessments(s).
- The conditions and procedures for assessment administration.

- The methods of reporting candidate scores.

Commissioners directed staff to analyze the demand for an alternative route for assessing less commonly taught languages, possible options for the use of oral and written assessments offered by existing organizations such as the Defense Language Institute (DLI) and ACTFL, and options for ensuring that areas not covered by the assessments, such as literature and culture, can be met through alternative means.

As directed in Education Code section 44280, the Commission approved an expenditure plan for the development of an examination in the Filipino language. (See the December 1, 2005 Commission agenda for details.) Commission staff forwarded the expenditure plan to the Department of Finance and the Secretary of Education. The Governor's proposed budget does not currently contain funding for the development of a Filipino language exam. The Governor's budget will be revised in May. Commission staff will review the budget at that time to determine if funding for the development of this exam is included.

ANALYSIS OF BILLS OF INTEREST TO THE COMMISSION

Bill Number:	Assembly Bill 2445
Author:	Assembly Member Salinas
Sponsor:	Assembly Member Salinas
Subject of Bill:	Bilingual Specialist Credential
Date Introduced:	February 23, 2006
Status in Leg. Process:	Assembly Education Committee (Hearing date not yet set.)
Possible Actions:	Positions of the Commission to consider are: Sponsor, Support, Support if Amended, Seek Amendments, Watch, Oppose Unless Amended, Oppose, or No Position.
Date of Analysis:	March 17, 2006
Analyst:	Marilyn Errett

BILL ANALYSIS

Summary

AB 2445 would require the Commission to establish program standards and an examination for the issuance of the bilingual specialist credential for teachers of bilingual education classes. The Commission would be required to report to the policy committees in each house of the Legislature on the status of the implementation of the standards, and the outcomes and recommendations for the implementation of the examination validity study.

Bill Provisions

AB 2445 would add Education Code section 44265.3 requiring the Commission to establish program standards and an examination for the bilingual specialist credential on or before September 1, 2008. The bilingual specialist credential, currently authorized under Education Code section 44265, would allow the holder to teach bilingual education classes for English language learners.

Specifically, AB 2445 would require the Commission to establish the standards for a preliminary bilingual specialist credential on or before September 1, 2008. To qualify for a preliminary bilingual specialist credential the candidate would need to meet the following requirements:

- Earned a baccalaureate degree from an accredited institution.
- Completed a program of professional preparation for the credential.
- Hold a multiple subject or single subject teaching credential.

The measure also requires that the program or examination require candidates to demonstrate specified knowledge, skills and abilities in content and pedagogy. The examination, in addition to the specified content and pedagogy requirements, would include specified content in culture, second language acquisition and the relationship to academic achievement, foundations of English language and literacy development, and methods of bilingual content instruction. AB 2445 also requires that the Commission conduct a comprehensive validity study of the examination prior to implementation.

Under the provisions of AB 2445, any candidate for the credential, who entered an accredited program of preparation on or before the date the Commission establishes the program standards, will be allowed to meet the requirements in effect on the date the candidate entered the credential program.

The Commission would be required to report by March 1, 2009, to the policy committees in each house of the Legislature. The report would include “the results of the new standards established under this section, the status of the implementation of those standards, and the outcomes and recommendations for the implementation of the validity study.”

Fiscal Impact

Minor/absorbable costs for the development of program standards with some impact on workload priorities.

Between \$105,000 and \$225,000 for the development and validation of an examination. The cost variables would depend on the type and extent of the test construction agreed upon for this examination.

Relevant Commission Legislative Policies

Policy 1: The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.

Policy 7: The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include an appropriate source of funding to support those additional duties and responsibilities.

Organizational Positions

No organizations have registered their position on this bill to date.

Suggested Amendments

The author may wish to consider the following:

- Removing the reference to “preliminary” credential unless a professional clear level, with specified requirements, is added to the measure.
- Establishing equivalent program standards and examination specifications.
- Establishing an authorization and content for the specialist credential that better clarifies the difference between a BCLAD authorization and a bilingual specialist authorization and that complies with the federal No Child Left Behind Act.
- Extending the due date of the Commission report to allow for more information regarding the results of the standards and examination development.

BACKGROUND

Summary of Current Law

Specialist Credentials Including the Bilingual Specialist

Education Code section 44265 authorizes the Commission to establish credentials for teaching specialties, including, but not limited to, bilingual education, early childhood education, and special education. It specifies that these credentials “shall be based upon a baccalaureate degree from an accredited institution, completion of a program of professional preparation, and any other standards which the commission may establish.”

Bilingual Crosscultural Language and Academic Development (BCLAD) Emphasis Programs

Education Code section 44261 authorizes the Commission to approve multiple and single subject bilingual emphasis programs which allow instruction in both bilingual classrooms and in classrooms where the instruction is in English but teachers provide specially designed instruction and English language development.

Bilingual Crosscultural Language and Academic Development (BCLAD) Certificate by Exam

Education Code section 44253.4 authorizes the Commission to grant certificates that authorize instruction to English learners through specially designed content instruction delivered in the students’ primary language, specially designed instruction in English, and English language development. These certificates, known as the Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificates, may be earned through exam routes.

Summary of Current Activity by the Commission

The Commission is preparing to revise bilingual certification pathways for California teachers. Commissioners Banker and Gomez are serving as Commission liaisons to an expert work group that was convened to develop recommendations to four policy questions in the area of bilingual certification. Commission action on these recommendations (anticipated to be at the June 1,

2006 meeting) will lay the foundation for updating and revising the requirements for bilingual credentials and certification routes.

There are currently two Commission-approved bilingual specialist credential programs preparing candidates in California: San Diego State University and Fresno Pacific University. These programs were approved by the Commission on the basis of guidelines established in the 1980's.

From 2001 through 2005, the Commission issued 8 initial bilingual specialist credentials and renewed 604.

ANALYSES OF BILLS OF INTEREST TO THE COMMISSION

Bill Number:	Senate Bill 1209
Author:	Senator Scott
Sponsor:	Senator Scott
Subject of Bill:	Implementation of recommendations by The Center for the Future of Teaching and Learning: Status of the Teaching Profession, 2005
Date Introduced:	January 4, 2006
Date Last Amended:	January 26, 2006
Status in Leg. Process:	Senate Education Committee (Hearing date not yet set.)
Possible Actions:	Should the Commission wish to take a position on this bill, the positions for the Commission to consider are: Sponsor, Support, Support if Amended, Seek Amendments, Watch, Oppose Unless Amended, Oppose or No Position
Date of Analysis:	March 16, 2006
Analyst:	Marilyn Errett and Anne Padilla

BILL ANALYSIS

Summary

SB 1209 implements recommendations from The Center for the Future of Teaching and Learning. The measure in its current form addresses the following concepts:

- Removing credentialing barriers for teachers prepared outside of California.
- Eliminating professional growth requirements for the renewal of professional clear credentials.

- Addressing possible overlap in the elements of teacher intern programs and beginning teacher induction programs.

Senator Scott has indicated that more provisions will be added in the future.

Bill Provisions

Research from The Center for the Future of Teaching and Learning (CFTL) *Status of the Teaching Profession, 2005*, found that while California reduced the number of under prepared teachers by half, under prepared teachers are assigned more often to lower performing schools with high percentages of poor and minority students. The report also found that California will need to replace at least 100,000 teachers over the next ten years. The Center believes that this uneven distribution of under prepared teachers to certain groups of students raises serious questions about the equity and fairness of the state's effort to resolve its teacher shortage. The Center recommends three broad strategies for action:

- Ensure that all teachers who enter the classroom have a thorough knowledge of the subject matter assigned and possess the pedagogical skill required to teach all children;
- Ensure that all students have equitable access to teachers who are fully prepared, experienced and appropriately assigned;
- Ensure that policy makers have a data system that allows adequate monitoring of state efforts to provide equitable access to fully prepared and experienced teachers. (See appendix A.)

The Legislative leadership embraced the recommendations from this report. Senator Jack Scott (D-Pasadena) took the lead in authoring the omnibus bill, SB 1209, which proposes to implement many of the recommendations.

CFTL Recommendation

Remove all barriers to California licensure for out-of-state candidates who hold full credentials and meet California teacher fitness standards.

SB 1209 proposes to streamline the options available to out-of-state prepared teachers by directing the Commission to issue a five-year preliminary credential to a teacher who meets the following requirements:

- Earned or qualified for a teaching credential in a state other than California. (Multiple subject, single subject or education specialist teaching credential.)
- Meets California requirements for fingerprint and character and identification clearance.

Note: In its current form, the measure would delete the California Basic Educational Skills Test (CBEST) requirement for out-of-state prepared teachers.

To simplify the options for earning a professional clear teaching credential and to ensure that teachers are prepared to educate students who are English learners, SB 1209 would require the following:

For teachers with less than two years of out-of-state teaching experience:

- Complete a Commission-approved beginning teacher induction program.
- Earn an authorization to teach English learners.

For teachers with two or more years of out-of-state teaching experience:

- Complete 150 hours of professional development.
- Earn an authorization to teach English learners.

For Special education teachers:

- Complete a Professional Level II Program.

Note: If an out-of-state teacher meets these requirements based on course work completed out-of-state when first applying for a credential in California, the measure directs the Commission to issue a professional clear credential instead of a preliminary credential.

Education Code section 44274.5 pertaining to teachers prepared in other countries is up-dated for technical reasons in SB 1209.

CFTL Recommendation:

Eliminate the bureaucratic burden of coursework requirements for credential renewal. Place responsibility for teacher growth requirements at the local level, in compensation and evaluation systems designed by school districts and teachers.

Education Code sections 44277 through 44279, outlining the professional growth requirement for the renewal of professional clear credentials, are deleted in the current form of SB 1209. Professional growth would become the responsibility of the local education agency.

Note: The measure would retain the five-year validity period of professional clear credentials and would retain the update on the fingerprint check for renewal.

CFTL Recommendation:

Eliminate overlap in the intern and BTSA programs to promote a coordinated and coherent effort to bring novice teachers into the profession.

Education Code section 44259 (c)(3) states that if a candidate completes an accredited intern program that also meets all of the induction standards, that candidate is eligible for a professional clear credential.

There is currently no provision for candidates who complete an intern program that also may meet *in part* requirements of an induction program.

Current language in the bill would have the effect of allowing interns to bypass induction. Since this was not the intent of the author, new language addressing this CFTL recommendation is forthcoming.

Fiscal Impact

Minor/absorbable costs to the Commission for changes to informational leaflets and communication to the field.

Relevant Legislative Policies

The following Legislative policies apply to this measure:

Policy 3. The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation which would allow unprepared persons to serve in the public schools.

Policy 5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.

Organizational Positions on the Bill

No organizations have registered their position on this bill to date.

BACKGROUND

Summary of Current Law

OUT OF STATE PREPARED TEACHERS

The Education Code currently offers several credentialing options for teachers who are prepared in other states who wish to teach in California. These options apply to multiple subject credentials, single subject credentials and education specialist credentials.

Five-Year Preliminary Credential

- Recently prepared teachers qualify if they completed a program after January 1, 1997 in a state found to have comparable standards for teacher preparation programs.
- Experienced teachers qualify with verification of three or more years of successful experience in another state.
- Out-of-state prepared teachers who do not fit into one of the above options submit transcripts with their application. Commission staff reviews the transcripts to determine which requirements have been met and which must be completed in California before the individual may apply for a professional clear credential.

- Teachers prepared in other countries qualify based on a foreign transcript evaluation by a professional company recommended by the Commission and a course-by-course transcript review conducted by Commission staff.

Note: In each of the options for a five-year preliminary credential specified above, the teacher must pass the CBEST within the first year of the credential in order to continue teaching in the classroom.

Note: All teachers must meet the fingerprint and character and identification requirement before the preliminary credential is issued.

Professional Clear Credential

- Recently prepared (on or after 1/1/97) teachers may qualify for the professional clear credential if they completed the requirements in a state found to have comparable standards for this level of teacher preparation.
- Experienced teachers with three to four years of out-of-state experience must earn the California preliminary credential and then complete an approved teacher induction program.
- Experienced teachers with five or more years of experience must earn the California preliminary credential and are then required to complete 150 hours of professional development.
- Out-of-state prepared teachers who do not fit into one of the above options must submit transcripts with their application. Commission staff reviews the transcripts to determine which requirements have been met and which must be completed before the individual may apply for a professional clear credential.
- Teachers prepared out of country must meet the California requirements for the professional clear credential. This is based on a transcript review conducted by the Commission staff.

PROFESSIONAL GROWTH REQUIREMENTS FOR RENEWAL OF PROFESSIONAL CLEAR CREDENTIALS

A professional clear credential is valid for five years. The current renewal requirements, specified in Education Code sections 44277 through 44279, require teachers to complete 150 hours of professional development in accordance with a set of individually stated goals. Teachers work with professional growth advisors in their local school districts to determine appropriate goals and activities. In addition to the 150 hours, teachers must provide verification that they have served as a classroom teacher or in other services authorized by the credential for the equivalent of one-half of a school year.

INTERNSHIP PROGRAMS

Education Code sections 44450-44468, 44821, 44251 and 44325 outline requirements for internship programs and authorizations. An internship is a fully paid position in a public school where the intern serves as teacher of record while simultaneously participating in a teacher preparation program. These programs may be one or two years long, and must meet the same standards as other teacher preparation programs. Internships may be completed in any credential

area. Funding is available for internships for Multiple Subject, Single Subject, and Education Specialist credentials.

BEGINNING TEACHER SUPPORT AND ASSESSMENT PROGRAMS

Education Code Section 44279.1—44279.7 establish the Marion Bergeson Beginning Teacher Support and Assessment System (BTSA). BTSA is designed to provide new teachers support, assessment, advisement and supervision within the critical first two years of their career. The program is designed to build on the knowledge, skills and abilities teachers gained in their teacher preparation programs.

Commission Current Activity

In fiscal year 2004-05, the Commission issued approximately 3,300 credentials to teachers prepared out of state.

In fiscal year 2004-05, the Commission issued over 33,000 professional clear renewals.

Appendix A

The Center for the Future of Teaching and Learning *The Status of the Teaching Profession, 2005* Recommendations

Ensure that all teachers who enter the classroom have a thorough knowledge of the subject matter assigned and possess the pedagogical skill required to teach all children.

- Reinststate, adequately fund, and strengthen programs to place fully prepared teachers in the classroom. Combine the provision of the Assumption Program of Loans for Education (APLE) and the Governor's Teaching Fellowship to create a comprehensive program of grants and loans to prospective teachers to cover costs associated with tuition, materials, and living expenses for those agreeing to accept four-year assignments at a school in the lowest quartile of the API.
- Decrease the number of interns serving in low-performing schools. Revise the California education regulations to ensure that all novice teachers are provided a high level of supervision and support. Provide sufficient funding to ensure that intern teachers successfully complete supervised student teaching prior to taking full responsibility for a classroom.
- Expedite the credentialing process for California-prepared candidates, and others as appropriate, by consolidating separate, mandated assessments in basic skills, reading instruction, and subject matter. Remove all barriers to California licensure for out-of-state candidates who hold full credentials and meet California teacher fitness standards.
- Expand the capacity of the Fiscal Crisis & Management Assistance Team (FCMAT) to assist school districts to improve and adapt current hiring and transfer practices that place high-need schools at a disadvantage in attracting fully prepared, experienced teachers.
- Eliminate overlap in the intern and BTSA programs to promote a coordinated and coherent effort to bring novice teachers into the profession.
- Coordinate and streamline requirements for special education teachers, and provide apprenticeships that pair an experienced, accomplished teacher with no more than two novice teachers.

Ensure that all students have equitable access to teachers who are fully prepared, experienced and appropriately assigned.

- Reinststate the statutory provisions governing the Teaching as a Priority (TAP) program that provides targeted resources for districts to attract teachers to high-need schools and challenging assignments. Include monetary and nonmonetary incentives for teachers commensurate with additional or extended responsibilities associated with assignments in high-need areas. Funding priority should be given to those schools in the lowest quartile of the API.
- Ensure that schools identified for improvement under NCLB and in the bottom two deciles of the API receive supplemental funding sufficient to effectively address working conditions, including school leadership and professional development.
- Allow school site councils in low-performing schools the flexibility to use class size reduction program funds in combination with Professional Development Block Grant funds to target specific staffing needs, such as incentives to extend the professional teaching year to provide

training in working with English learners and in accommodating special needs students in general education classrooms.

- Eliminate the bureaucratic burden of coursework requirements for credential renewal.

Place responsibility for teacher growth requirements at the local level, in compensation and evaluation systems designed by school districts and teachers.

- Provide technical assistance to school districts to plan, in collaboration with teachers, incentive and compensations systems that reflect additional responsibilities and challenging assignments, such as assignments at low-performing schools or in high need subject areas.
- Attract and retain accomplished, experienced teachers at schools in the lowest quartile of the API by providing districts with funding to subsidize teachers to obtain National Board Certification. Require these teachers to provide support, supervision, and assistance to novice teachers in low-performing, hard-to-staff schools and in shortage areas such as special education.
- Provide competitive grants to districts, consortia of districts, or regional collaborations to establish summer institutes and to provide stipends for underprepared eighth grade Algebra I teachers serving in schools in the bottom quartile of the API.
- Provide resources to local districts, within the Professional Development Block Grant, for programs that accelerate the development of instructional skills for experienced teachers who lack the skills necessary to assist English learners in acquiring English and academic content.
- Expand the Mathematics and Reading Professional Development Program to include professional development opportunities for teachers of life and physical sciences in grades K-12. The professional development should be designed in consultation with accomplished teachers recommended by the California Council on Science and Technology, the California Science Project, and the National Academies of Science, Technology, Engineering and Medicine.
- Remove any remaining barriers, including financial disincentives, for retired teachers and administrators willing to serve in high-need schools, either full-time or part-time. At the regional level, establish pools of retired teachers to take single class assignments in middle and high school shortage areas.

Ensure that policymakers have a data system that allows adequate monitoring of state efforts to provide equitable access to fully prepared and experienced teachers.

- Establish a statewide data system that provides, on a timely basis, accurate information on California's teacher workforce so that policymakers can better predict critical employment trends, as well as the impact of specific initiatives and investments on the teacher development system.
- Charge an independent entity made up of representatives of relevant agencies and organizations to oversee the development of a statewide teacher data system. Data collection should coordinate across agencies to enable the tracking and analysis of recruitment, retention, assignment patterns, and workforce projections, and to comply with state and federal reporting requirements. State policymakers should be provided with analysis of these data annually. Further, the oversight entity should ensure that the standards of individual privacy are upheld.

ANALYSIS OF BILLS OF INTEREST TO THE COMMISSION

Bill Number:	Senate Bill 1292
Author:	Senator Jack Scott
Sponsor:	Senator Jack Scott
Subject of Bill:	Teachers: English language learners
Date Introduced:	February 15, 2006
Status in Leg. Process:	Senate Education Committee
Possible Actions:	Positions of the Commission to consider are: Sponsor, Support, Support if Amended, Seek Amendments, Watch, Oppose Unless Amended, Oppose, or No Position.
Date of Analysis:	March 6, 2006
Analyst:	Anne L. Padilla

BILL ANALYSIS

Summary

SB 1292 would increase access to English learner authorizations for veteran teachers. Specific requirements in law now make it difficult for some veteran teachers, including vocational education teachers without a bachelor's degree, to earn the appropriate authorizations to teach English learners. The *Williams* settlement brings a renewed focus to the requirement that all teachers with English learner students have the appropriate authorization.

Bill Provisions

SB 1292 would change the Certificate of Completion of Staff Development program (SB 395) by:

- Deleting the requirement that candidates have permanent status;
- Specifying that for purposes of this section, a basic teaching credential includes a designated services credential and a services credential with a special class authorization;
- Allowing for new Commission approved staff development programs;

- Extending the sunset date for completion of staff development to January 1, 2012.

The *Williams v. California* settlement has refocused schools to ensure that English learner students have teachers with the appropriate English learner authorization. As a result, more teachers are required by their local education agencies to earn an English learner authorization. This can be a problem for vocational instructors who do not have the prerequisite bachelor's degree or second language requirement.

SB 1292 proposes to delete barriers to Commission approved locally sponsored staff development programs in methods of specially designed content instruction delivered in English so that more veteran teachers, particularly those for whom CLAD or BCLAD is not an option, can earn the authorization.

Fiscal Impact

Minor, absorbable costs to the Commission for new program review (up to six new programs).

Relevant Commission Legislative Policies

Policy 6: The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators, and opposes alternatives that do not provide sufficient assurances of quality.

Policy 7: The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include an appropriate source of funding to support those additional duties and responsibilities.

Organizational Positions

No organizations have registered their position on this bill to date.

BACKGROUND

Summary of Current Law

ENGLISH LEARNER AUTHORIZATIONS

Current law provides several authorizations to teach English learners. These authorizations are available for almost every credential type and phase of a teacher's preparation or career status including out of state teachers. There are several authorization routes covering both English learners and bilingual education and options for course work, examination, or professional development.

English Learner Authorizations:

Teacher Preparation Programs:

Education Code section 44259.5 (SB 1059, Ducheny, Chapter 711, Statutes of 1999) requires the Commission to ensure that all teacher preparation programs include preparation in the teaching of English learners. All multiple and single subject teachers prepared through these programs are authorized to teach English learners.

CLAD Exam and Course Work:

For teachers who have not yet earned an English learner authorization, Education Code section 44253.3 authorizes the Commission to grant certificates that authorize instruction to limited English proficient students through specially designed content instruction delivered in English. These certificates, known as Crosscultural, Language and Academic Development (CLAD) certificates, may be earned by holders of valid teaching credentials, services credentials or children's center permits (as specified) through supplemental course work or an exam.

Professional Development (SB 395):

Education Code section 44253.10 authorizes the Commission to grant an authorization to teach English learners to any credentialed teacher [as defined in Education Code section 44203(e)] who has completed a Commission approved district-sponsored staff development program in methods of specially designed content instruction delivered in English, subject to certain restrictions:

- The teacher must be a permanent employee of a school district, County Office of Education or school administered under the authority of the Superintendent of Public Instruction, as of January 1, 1999;
- The staff development program must be completed by January 1, 2008.

These authorizations are called Certificate of Completion of Staff Development or SB 395 authorizations after one of the originating legislative bills.

The Commission could approve these staff development programs only until January 1, 2002. This authorization is primarily accessed by veteran teachers who have not completed a SB 2042 program of teacher preparation or earned a separate CLAD or BCLAD certificate.

Bilingual Education Authorizations:

Teacher Preparation Programs:

Education Code section 44261 authorizes the Commission to approve multiple and single subject bilingual emphasis programs which allows instruction in both bilingual classrooms and in classrooms where the instruction is in English but teachers provide specially designed instruction and English language development.

BCLAD Exam:

Education Code section 44253.4 authorizes the Commission to grant certificates that authorize instruction to English learners through specially designed content instruction delivered in the students' primary language. These certificates, known as the Bilingual, Crosscultural, Language

and Academic Development (BCLAD) certificates, may be earned by single and multiple subject teachers through exam routes.

VOCATIONAL EDUCATION (CAREER TECHNICAL EDUCATION) AUTHORIZATION:

Education Code sections 44260 and 44260.1 define requirements for the designated subjects preliminary and the professional clear vocational education credentials. The requirements for the preliminary vocational education credential are:

- High School Diploma (or GED);
- Five years vocational work experience or
Combination of vocational work experience and education;
- U.S. Constitution Course.

Within the first two years of classroom instruction, the teacher must complete a program of personalized professional development (Level I) which includes learning and instruction, classroom management, curriculum, and student evaluation.

The requirements for the professional clear vocational education credential are:

- Preliminary vocational education credential;
- Two years of successful vocational teaching;
- Completion of personalized Level I and II professional development requirements;
- Health education.

Commission Current Activity

The Commission currently offers 176 designated subjects vocational education teaching credentials in subjects ranging from accounting to welding. In 2003-04, the Commission awarded 3,221 vocational education teaching credentials.

The Commission has approved the following options for English learner certification:

- 110 multiple and single subject programs, pursuant to SB 2042/1059 standards;
- 66 higher education institution CLAD course routes;
- 48 multiple and single subject bilingual emphasis programs;
- 14 Staff Development (SB 395) programs;
- Examinations in both CLAD and BCLAD.

The Commission is preparing to revise bilingual certification pathways for California teachers. Commissioners Banker and Gomez are serving as Commission liaisons to an expert work group that was convened to develop recommendations to four policy questions in the area of bilingual certification. Commission action on these recommendations (anticipated to be at the June 1, 2006 meeting) will lay the foundation for updating and revising the requirements for bilingual credentials and certification routes.